



**Devon Moors
Federation**

RELIGIOUS EDUCATION POLICY (For Lympstone)

Signed by the Chair of the Policy Review Committee

A handwritten signature in blue ink, which appears to read 'Prof. Joe Culley', is written over the dotted line of the signature line.

Agreed at the Policy Review Meeting on 9th July 2026

This policy will be reviewed biennially



Devon Moors Federation
Limpstone C of E Primary School
RE Policy 2026

- **Vision Statement:**

“Let all that you do be done in love”

1 Corinthians 16:14

Our vision statement aims to enable each child to flourish by celebrating their individual strengths so that their greatness is not overlooked. This creates a sense of dignity, respect and love for themselves, which they can then recognise and celebrate in others within the community and the world. Our vision is derived from the Bible; the New Testament, the book of Corinthians and was an instruction from Paul to the early church. It means that love should be the reason behind every action we take.

This love is at the heart of our school where our Christian vision and values underpin everything we do. Our values are:

**Love, Peace, Compassion, Friendship, Forgiveness,
Perseverance, Thankfulness and Trust.**

We support children to understand ‘values in action’ throughout school and we aim for children to know what it means to live a full and happy life and to go out into the world as a good person by:

- Valuing diversity and uniqueness
- Feeling confident and being resilient
- Loving learning and having high expectations of themselves
- Being responsible citizens and caring members of society
- Acquiring life-skills to be safe and to succeed in an evolving world

Each half term, we focus upon understanding one value in greater depth. Each week, certificates and a special invitation for hot chocolate with our Head of School, Mrs Reynolds and our school dog, Missy is awarded to children who have exemplified one of these values. Our values make everyone feel cared for, valued and safe.

- **RE Policy Statement**

This policy is intended to provide clear guidance for the delivery of the RE curriculum

throughout Lympstone Primary School. It aims to reflect the needs of the children within our school as expressed in the new Devon and Torbay Agreed Syllabus 2019-2024 and the updated version March 2024. It is intended that this policy will provide a statement of purpose, ensure that each and every child's entitlement to RE experiences is realised and provide a clear basis from which to plan programmes of work.

RE and Worldviews Curriculum:

Religious Education and World Views have a high profile within our curriculum and makes a significant contribution to preparing pupils for life in modern Britain. Learning activities are adapted to provide for all learners, Lympstone is a fully inclusive school. Through RE teaching pupils will be inspired to develop a range of skills such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of religion and beliefs on the world. Christianity is taught as a living and diverse faith, focusing on the teachings of Jesus alongside a range of other religions and non-religious world views. RE creates a safe space to explore their beliefs and questions of meaning.

As a Church of England (CofE) School, we work in line with the Diocese of Exeter and The Nativity of the Blessed Virgin Mary Church, Lympstone to deliver the Devon and Torbay agreed syllabus.

INTENT (Aims)

The Curriculum for RE aims to ensure that all pupils;

1. make sense of a range of religious and non-religious beliefs, so that they can:

- know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. understand the impact and significance of religious and non-religious beliefs, so that they can:

- understand diverse religious and non-religious worldviews, their impact on society, culture and the wider world, and to appreciate the diversity, continuity and change within them
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response

- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding
- contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values

IMPLEMENTATION (Curriculum)

1. The Devon and Torbay Agreed Syllabus for RE 2019 -2024 sets out a detailed and extensive programme of study that prepares children for life in twenty-first century Britain. It gives clear guidance for teachers and promotes high quality standards of RE in our schools.

2. NATRE is a comprehensive teaching and learning resource that supports teachers to deliver quality RE and enables pupils to develop their RE literacy, own thinking and their understanding of their experience of it.

The syllabus has 3 core elements:

- **Making Sense of Beliefs**

Understanding what these beliefs mean within their tradition.

- **Making Connections**

Establishing relationships between these beliefs and pupil's own lives and ways of understanding the world.

- **Understanding the Impact**

Pupils examine why people put their beliefs into action within their everyday lives, communities and their wider world.

Our curriculum uses ***mirrors, windows, doors*** to ensure that children are learning, reflecting and responding to religious and world views.

Teaching and Learning:

In line with the Church of England RE Statement of Entitlement [2019], we aim to provide:

- A curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice
- A curriculum that draws on the richness and diversity of religious experience worldwide
- The opportunity for pupils to deepen their understanding of the religious and non-religious worldviews as lived by believers
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place
- Engaging and varied learning activities that provide for the needs of all learners, supported by high quality resources

- The opportunity for pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection
- RE that makes a positive contribution to SMSC development and also to pupils' understanding of British values
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts

IMPLEMENTATION (Teaching and Learning)

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Experiencing variety of teaching and learning approaches
- Engaging with teacher presentations, role play, drama and storytelling
- Making their own presentations
- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts
- Interpreting information from different sources
- Researching information for themselves in libraries and on computers
- Listening to and discussing with the teacher and other pupils
- Engaging in pair and group work
- Exploring a range of media such as artefacts, pictures, photographs, music and drama
- Experiencing visits and visitors to connect with diverse faith and belief communities
- Taking part in outdoor learning
- Taking time for listening, reflection and dialogue
- Curriculum balance and time

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views and opinions are treated with sensitivity and respect. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Christianity should be the majority religion studied and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, should be given to RE. This should aim to be close to 10% but no less than 5% in key stages 1 and 2

A range of teaching strategies are used to ensure learning is challenging and relevant including the use of art, drama, music, thinking skills, naming emotions, being in nature, poetry, prayers, artefacts and stories.

Individual religions are studied in units before comparing religions in the Summer Term. The units are coherent and all build upon previous units of learning.

Core Concepts are explored in each unit eg. 'Incarnation' of God in Christ on Earth- as opposed to just 'Christmas'.

We want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities. We are fortunate to have positive links with our local church leaders who regularly welcome us at church and are willing to come into school to talk to us about religious concepts. This greatly enriches our understanding and our experiences. Sometimes this may be at special times in the Christian calendar such as Advent, Harvest, Christmas and Easter for special events such as Christenings and weddings.

Details of our planned curriculum can be found on our website.

IMPACT (Assessment and Attainment)

By the end of Key Stage 1 most pupils will be expected to use religious words to identify some features of religion and its importance for some people. They should show awareness of similarities in religions and can identify how religion is expressed in different ways. They should be able to ask and respond sensitively to questions about their own and other's experiences and feelings. They should be able to recognise their own values and those of others and be aware that some questions cause people to wonder and are difficult to answer.

By the end of Key Stage 2 most pupils will be expected to describe both similarities and differences within and between religions. They should be able to make links between different aspects of religions and can describe the impact of religion on peoples' lives. They should suggest answers to questions of identity and meaning. They should apply their ideas to their own and others' lives. They should also be able to describe what inspires and influences themselves and others.

In FS and KS1 **pupil voice** is collected in Class RE Big Books. progress is monitored termly through book scrutiny and teacher assessment.

In KS2 pupils are assessed in terms of how they are making progress in relation to the 'I can' statements from the syllabus in each RE lesson. At the end of an RE unit, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding using **windows, mirrors, doors**. This is a chance for reflection on more than the factual knowledge learnt and is often a time when further questions are wondered upon.

Monitoring, Evaluation, Assessment, Recording and Reporting:

End of phase teacher assessments are done at the end of a school year and a comment about children's progress is made in the annual report to parents.

- Governors have responsibility for monitoring how the RE in the school reflects its Christian vision
- The Head of School has overall responsibility for monitoring and evaluation
- The RE subject leader will assist the headteacher by monitoring long term and medium-term plans
- The RE subject leader will assist the headteacher by monitoring RE through focused work scrutiny

- The subject leader will keep a file of examples of work to demonstrate continuity and progression
- The subject leader will manage resources
- The subject leader will endeavour to keep up to date with information, initiatives and developments in religious education and disseminate this as appropriate
- The subject leader will facilitate the sharing of good practice
- The subject leader will be responsible for drawing up an action plan for religious education
- Generally, this will be an annual plan and should be informed by this policy
- The subject leader will liaise with the Diocesan adviser with responsibility for Religious Education

Key Skills in R.E:

R.E. is more than just developing children's knowledge and understanding. It seeks to develop children's skills in investigation/enquiry, communication, interpretation, analysis and evaluation. These are important skills for children to develop.

These include:

- Investigation/enquiry (finding out what people believe, how their beliefs affect the way they live and the different ways people express their beliefs).
- Communication (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of ICT).
- Interpretation (recognising and talking about religious symbols, stories and sacred texts).
- Analysis and evaluation (developing their own views and ideas, recognising the views of others).

Key Attitudes in R.E:

As with skills, R.E. has a number of key attitudes it seeks to promote. These include self-esteem (so that every child feels valued and significant), respect (including being sensitive to the beliefs, feelings and values of others), open-mindedness (being willing to learn and gain new understanding) and appreciation and wonder (developing children's imagination and curiosity).

SPIRITUALITY:

At Lympstone Primary we promote the spiritual, moral, cultural, mental and physical development of pupils and prepare them for the responsibilities and experiences of life. We want pupils to thrive in a supportive, highly cohesive learning community. We are a relational school and we act through love. This is a strength of our school.

This is shown by:

- Beliefs, religious and non-religious, which inform children's perspectives on life and their interest in and respect for different people's feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible

- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Collective Worship is a key vehicle for exploring spirituality, this may take place in church or in individual classrooms. At Lympstone we create opportunities for 'Awe and Wonder' through enrichment weeks -Wow Weeks, from special days and visitors eg. Avtar for Diwali, lighting Christingles at Christmas, annually making music with The Royal Marine Band, weekly exploration at Nature School, to name a few. We also practice quiet meditation and thoughtfulness daily. At LPS we use our spiritual capacity to show care for others such as the elderly and families with children who have different needs, LPS children learn to show kindness and empathy in action. We are a Silver Rights Respecting School, and this accreditation demonstrates that we ensure rights and responsibilities are lived and learned. Spiritual understanding is gained through exploring concepts such as incarnation, resurrection and salvation as both wonderful and miraculous. Windows, mirrors, doors allow children the opportunity to respond spiritually to an area that they have been studying. At Lympstone we take this further by encouraging pupils to be thoughtful of:

- Self - their own Big Questions and reflections on how they live with love, trust, forgiveness, friendship, truth, trust, perseverance
- Others – valuing relationships friends, families and our community, world communities – developing a sense of belonging
- Beauty - creation, nature, innocence-new life, our environment
- Beyond – questions about meaning and truth - beliefs about God, the meaning of life, life after death, justice
- Religions and Beliefs- what is the purpose of human beings, the importance of environment, and the significance of emotions.

MORAL DEVELOPMENT:

- Enabling children to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.
- Considering what is of ultimate value both to children and within religious traditions.
- Developing an understanding of key beliefs and teachings in religion and values and moral choices.
- Considering ethical issues especially justice which promotes racial and religious respect.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience

SOCIAL DEVELOPMENT:

- Considering how religious and other beliefs lead to particular actions and concerns.
- Reflecting on the importance of friendship and positive relationships.

CULTURAL DEVELOPMENT

- Encountering people, stories, artefacts and resources from different cultures.

- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.

Conclusion;

In essence we are aiming to help our children develop respect and sensitivity for all people and to understand more about the importance of religion in today's world.

Managing the right of withdrawal:

RE is taught as an engaging, inclusive and enquiry-led subject, open to all and at the centre of the curriculum, and we would hope that all parents would understand the value of this for all children. However, parents do have a right by law to withdraw their children from Religious Education lessons. In this event, we will undertake responsibility for their supervision with regard to health and safety. The school will follow the guidance offered by the Diocese of Exeter (see appendix) and we always encourage parents to discuss any concerns they may have about the RE curriculum with the headteacher before making a final decision. Requests for full or partial withdrawal need to be made to the headteacher in writing.

"Let all that you do be done in love"

1 Corinthians 16:14